DOCUMENT RESUME

ED 112 475 EA 007 509

TITLE	Educational Leadership by Objectives. Highland, Indiana Superintendency Team Assessment Plan.
INSTITUTION	Highland Public Schools, Ind.
PUB DATE	Sep 72
NOTE	62p.
AVAILABLE FROM	Superintendent of the Highland Schools, Educational Services Center, 9145 Kennedy Avenue, Highland, Indiana 46322 ($5.00, Quantity discounts)
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Administrative Personnel; *Administrator Evaluation; Educational Accountability; Educational Administration; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Management by Objectives; Management Systems; *Personnel Evaluation; Program Design
IDENTIFIERS	*Indiana (Highland)

ABSTRACT

This publication describes the Highland Superintendency Team Assessment Program, an effort to apply the principles of management by objectives to the evaluation of school district administrative personnel. Section 1 presents the basic rationale and goals of the assessment program and explains the concept of "educational leadership by objectives" that underlies the assessment program. Section 2 discusses indicators of administrative effectiveness in eight specific task areas. Section 3 provides a detailed description of the procedures and requirements of the assessment plan, and section 4 presents evaluation reports and forms developed for use in the assessment program. (JG)

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CORRECTIONS AND REVISIONS FOR
"EDUCATIONAL LEADERSHIP BY OBJECTIVES"

Page 36 - A-3-a - Line 6
Change "supervisor" to "other personnel"

Page 37 - A-6-a(1) -a - Line 1
Insert after "one," or more

Page 38 - A-6-b(2) - Line 8
Change "Appraisal Team" to "immediate superior"
A-6-c(1) - Line 3
Insert after "Team" "or the appraisee and his immediate superior"

Page 41 - Table I-(1) - Line 1
Change "second member" to "additional members"
Table I-(1) - Line 4
Change"name" to "names"
Table I
Add item (2) at bottom of page
(2) It is the responsibility of the immediate superior to initiate the team or individual conferences with the appraisee

Page 42 - B - (2) - Line 1
Delete item (2). Change to item (3)
Item (3) Team conferences between the appraisee and his appraisal team or between the appraisee and his immediate superior are scheduled as needed for the purpose of providing assistance to the appraisee as well as to assess his progress in accomplishing his stated objectives

Page 42 - Between February 1 and April 1 (1) - Line 1
Insert after "Team" "or the appraisee and his immediate superior."
(2) Line 1
Insert after "appraisee" "or the immediate superior and the appraisee."

F O R E W O R D

The Board of School Trustees of the School Town of Highland recognizes that its legal status is that of an agent of the state with the prescribed authority and responsibility to execute the state's function of education at the local level. They also recognize that the functions are threefold: (1) policy making, (2) legislation, and (3) evaluation or assessment.

Consistent with the consideration of educators that evaluation is a cornerstone of education, the Highland School Board has vitally concerned itself with the assessment of its total educational program. They have adopted a Board Policy charging the Superintendent with the responsibility for the development and orderly implementation of an annual personnel appraisal program for all certificated personnel, including administrative and supervisory personnel.

Generally, evaluation programs have been basically beamed at the student and the teacher. This aspect of the Highland program of educational assessment is directed toward evaluation of administrators and is entitled "Educational Leadership by Objectives".

As the initial step in the implementation of the above stated Board policy, Superintendent Allen J. Warren selected Dr. Dean Speicher, Assistant Superintendent for Personnel and School-Community Relations, to participate in the American Association of School Administrators National Academy for School Executives seminar on "Designing Evaluation Systems for Administrative and Supervisory Personnel." This seminar was held in Reno, Nevada, July 26-31, 1970. Director of the seminar was Dr. S. J. Knezevich, AASA-NASE Director.

Upon his return from the seminar, Dr. Speicher submitted an excellent comprehensive report to the superintendent. The report was then submitted to the Highland School Board and the Highland Administrative Council (Superintendency Team). The reaction of these groups was so positive and enthusiastic that the School Board authorized the superintendent to plan a Highland Superintendency Team Retreat. This Retreat was held at Lake Webster, North Webster, Indiana, on September 22, 23, and 24, 1970. The theme chosen for the Retreat was "Designing an Assessment System for Administrative and Supervisory Personnel in Highland." The Highland School Board members attended the Retreat as active participants and made many significant contributions.

Participation at the Retreat was excellent. In concluding the Retreat, the participants assigned the responsibility of coordinating, reconciling and compiling the ideas and thoughts expressed at the Retreat into a prelimin-

ary draft of an Assessment Plan for Administrative-Supervisory Personnel to Superintendent Allen J. Warren, Dr. Dean Speicher, Assistant Superintendent for Personnel and School-Community Relations, Dr. Robert Schrenker, Assistant Superintendent for Curriculum and Instruction, and Mr. Harry L. Fullenwider, Director of Elementary Education.

The preliminary draft was prepared, presented to both the School Board and the Administrative Council (Superintendency Team) for their review and criticisms. The response from these groups was excellent and several recommendations from the School Board and Administrative Council were incorporated in the final draft as contained herein.

Substantial time, effort and funds have been committed to this project. Each person who is involved in the project realizes that while we have developed an instrument that will help us to define problems and to make decisions in achieving our goal of professional growth in educational leadership, we do not have a finished instrument but one that must itself be continually evaluated.

Superintendent Allen J. Warren and all of the members the Superintendency Team are deeply indebted to the School Board for their great interest and support of all phases o the Highland School System and particularly for their supp of and involvement in this project.

The Superintendent is especially grateful of the

tremendous amount of time, thought and leadership supplied by Dr. Speicher, Dr. Schrenker, and Mr. Fullenwider. Without their efforts it would have been impossible to develop this instrument.

The following members of the School Board and Superintendency Team participated in the Retreat and each made valuable contributions to the development of this instrument and are to be highly commended.

Mr. Robert L. Ross, President of Board of School Trustees
Mr. John W. Terpstra, Vice-President of Board of School Trustees
Mr. Ralph V. Pettit, Secretary of Board of School Trustees
Mr. Clyde M. Sumner, Assistant Superintendent for Business Affairs
Mr. Paul J. Kienzynski, Director, Social Service Department
Mr. Robert E. Day, Principal Highland Senior High School
Mr. Merlin Clinkenbeard, Assistant Principal Highland Senior High School
Mr. Michael Keppler, Assistant Principal, Highland Senior High School
Mr. James A. Hedges, Principal Highland Junior High School
Mr. Edward Williams, Assistant Principal Highland Junior High School
Mr. Arthur Gilliam, Coordinator Audio-Visual Services
Miss Marge Bluhm, Coordinator Art Education (Kg.-12)
Mr. Larry Yazel, Director Athletics and Physical Education (Kg.-12)
Mr. Jon Hendrix, Coordinator Science Education (Kg.-12)
Miss Martha Nicholson, Head of Libraries and Instructional Materials Centers
Mr. John Butler, Director of School-Community Relations
Mr. Joseph Bandura, Principal Orchard Park Elementary School
Mr. Charles Duffy, Principal Main Elementary School
Mr. C. Frederick Dykins, Principal Lincoln Elementary School
Mr. Harvey Keim, Principal Johnston Elementary School
Mr. John Logan, Principal Merkley Elementary School
Mr. Ray Palmer, Principal Southridge Elementary School
Mr. Harry Ranney, Principal Warren Elementary School
Mr. Ray Hansen, Coordinator of Guidance and Counseling Services
Mr. Gordon Wilder, Coordinator Music Education (Kg.-12)

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I. INTRODUCTION

A. School Board Policy Statements

"Section 438.1 Purpose of Appraisal -- The Board believes that all personnel appraisal should be of a cooperative and continuing nature for the purpose of improving the quality of instruction in the Highland school system. In this continuous and ongoing process, the emphasis shall be on the selective professional development of the individual classroom teacher, librarian, guidance counselor and administrator or supervisor."

"Section 438.2 Responsibility for Implementing the Appraisal Procedure -- The Board shall hold the Superintendent of Schools accountable for the development and orderly implementation of an annual personnel appraisal program for classroom teachers, librarians, guidance counselors and administrative-supervisory personnel. The Superintendent shall maintain

suitable records of the process and results of such appraisals. These appraisals shall be made in accordance with an appropriate schedule of frequency."

B. Rationale of Assessment Program

The Highland Superintendency Team Assessment Program is based on three assumptions:

* The administrator has responsibility to become increasingly effective by acquiring new knowledges and skills;
* Effectiveness can be acquired by each administrator through self-commitment;
* The primary aim of administrator assessment is to improve administrator effectiveness through individual commitment to attainment of specific measureable objectives directly related to indicators of administrative performance.

Educational administrators in Highland are paid for being effective. The effective administrator places high demands on himself and makes his own goals compatible with organizational needs. The effective administrator sets his sights high when selecting performance objectives. His level, his standards, his demands on himself determine to a large degree the motivation, the direction, the dedication of his subordinates.

As administrators work toward becoming more effective, they raise the performance level of the whole organization. They raise the sights of other people in

the organization as well as their own. This focus on appraising administrators changes the perspective of assessment from a preoccupation with problems to a vision of opportunity, from concern with professional weakness to exploitation of human strengths.

The effective administrator learns and applies new knowledges and skills. He learns many new work habits as he proceeds along his career, and he occasionally has to unlearn some old work habits.

A growing number of school systems are developing and implementing administrative appraisal or assessment programs. The major objectives of any plan designed to assess the work of administrative personnel should be that of improving performance. From the limited research available one can conclude that appraisal should direct attention to administrator performance rather than to characteristics of administrators. The latter involves looking at traits in isolation, an approach that has been largely discredited. Most people tend to look more objectively at their own performance than they do at their personal characteristics.

While the primary purpose of performance appraisal must remain that of improving administrative performance and effectiveness, certain secondary purposes need to be served. The goals of the assessment program stated in Section C point out several of these secondary purposes.

Goals of Assessment Program

The goals of the Highland Superintendency Team Assessment Program are:

A. To promote improvement of the performance of the superintendency team by positive, systematic means.

B. To bring about improvement of instruction through effective supervision.

C. To describe indicators of administrative performance and effectiveness in eight task areas for employment, deployment, promotion and remuneration of superintendency team members.

D. To promote selective growth of each member of the superintendency team by direct action to meet individual and organizational needs.

E. To ensure the efficient use of school system facilities and services according to federal and state laws, Board of School Trustees policies and administrative rules and regulations.

D. Explanation of Educational Leadership by Objectives (ELBO)

"Educational Leadership by Objectives" is a simple concept: It is job performance and achievement guided by results desired.

The system of "Educational Leadership by Objectives" can be divided into four basic components: Job Specification, Indicators of Administrative Effectiveness, Setting of Objectives and Assessing Performance.

1. Job Description

Descriptions of work assignments are essential tools to be utilized in the assessment of administrator effectiveness. Well-defined job responsibilities give each administrator a framework within which to

operate. These responsibilities define his job in terms of what he is expected to do. When the responsibilities are known by the administrator he can concentrate on meeting them and can aspire for superior performance.

Job descriptions for each Highland administrator can be found in the Board of School Trustees Policy Handbook, Section 300. If the "ideal" job description is not compatible with the "real" job as perceived by the Highland administrator being assessed, it is the responsibility of the appraisee to discuss these discrepancies with his immediate superior for the purpose of resolving the differences.

Once the administrator has reviewed his formal job description in the Board Policy Handbook, he should develop a role description of his responsibilities based on his job description and the eight performance task areas listed as indicators of administrative effectiveness. (Section II, p.13)

However, an understanding of job responsibilities is not all that is needed to encourage effective administrator performance. Descriptions of administrative effectiveness must be developed to let the administrator know how he is expected to perform his responsibilities.

2. Descriptions of Indicators of Administrative Effectiveness

The second component of "Educational Leadership by

Objectives" involves the description of Indicators of Administrative Effectiveness. Section II of this document describes Indicators of Administrative Effectiveness in Highland for eight task areas: Curriculum and Instruction, Staff Personnel, Pupil Personnel, Finance and Business Management, School Buildings and Equipment, School-Community Relations, Professional Growth and Supporting Services.

The Indicators of Effectiveness are open-ended descriptions of administrative responsibilities in each of the eight task areas. The exact nature of an administrator's performance in relation to a given Indicator depends upon his particular administrative assignment and his perception of his role.

The Indicators of Administrative Effectiveness establish guidelines which enable the individual to judge how well he is performing. Indicators of Administrative Effectiveness are descriptions of administrator behavior which will exist at any administrative level when a job is performed in a superior way.

When the administrator has developed his role description based upon his formal job description and the eight task areas of administrator effectiveness, then self-development objectives (based upon these Indicators) can be jointly set by the administrator and his appraisal team.

3. Setting of Objectives

The third component of "Educational Leadership by Objectives" is the setting of self-development objectives. When the administrator's responsibilities have been determined, and desirable indicators of administrative effectiveness agreed upon, then objectives can be set to improve his performance.

The setting of objectives provides the administrator being appraised and his appraisal team with a means of planning and measuring his performance. Appropriate performance objectives will be written in areas of responsibility as identified by either the administrator, his immediate superior or both.

Objectives written in relation to particular Indicators of Administrative Effectiveness must describe specifically the proposed activity, the anticipated outcomes and the benefits to be derived from successful completion. Such objectives provide a necessary frame of reference for planning courses of action and for measuring performance.

Job performance objectives written by administrators generally can be classified into one of the three following categories:

A. Regular or routine objectives,

B. Problem-solving objectives, or

C. Innovative or improvement objectives.

Having a hierarchy of objectives places the greatest premium on administrative decision-making which moves the organization

to greater growth and achievement. It presumes that administrators who do only routine work are worth less to the organization than administrators who can see problems and solve them. It also presumes that regular or problem-solving work is worth less to the school corporation than work which innovates and causes the organization to move ahead.

THE SUPERIOR PERFORMER CAN BE DESCRIBED AS THE ADMINISTRATOR WHO DOES ALL HIS REGULAR DUTIES, SOLVES HIS ORDINARY PROBLEMS AND IN ADDITION ADDS NEW AND NOVEL IDEAS THROUGH INNOVATIVE OR IMPROVEMENT OBJECTIVES.

The process of "Educational Leadership by Objectives" can be summed up in three steps:

A. Administrator and his appraisal team work out appropriate and realistic performance objectives,

B. They agree on the means for achieving specified results,

C. At the end of the specified assessment period, actual results are compared to expected results.

4. Assessing Performance

The fourth component of "Educational Leadership by Objectives" is the assessment of performance. This is a review of an administrator's work results for a given period of time. The performance assessment provides two benefits. First, it calls attention to an individual's strengths and good work. Second, it helps identify his inadequacies, and shows the direction in which he can strive to improve his

performance and value to the school system.

It is most important that the appraisal be based upon how the administrator has performed in relation to his formal job description, the Indicators of Administrative Effectiveness he has identified with his role and his stated self-development objectives. A results-oriented assessment of this nature is based upon specific and measurable performance objectives which have been established in advance. This appears to be far more productive than an assessment plan based upon personality traits or characteristics.

The administrator is assessed from two dimensions. The Appraisal Team and the administrator determine the extent to which the appraisee has met his self-development objectives. In the second dimension, the immediate superior evaluates the administrator on his overall performance in relation to his formal job description and the Indicators of Administrative Effectiveness he has identified with his role.

Increasingly administrators are collecting data about their performance from their subordinates. This is called "subordinate-based" assessment. Some people have reasoned that assessment by a person's subordinates is more meaningful because the subordinate is in a position to constantly observe the performance of the appraisee. It is the teacher who knows best how the principal and coordinator operate. It is the principal who knows best the quality of services and cooperation he receives from central office administrators.

A number of data collecting instruments are available to the Highland administrator wishing to assess the perceptions of his subordinates. The data collected in this way by any Highland administrator is for his personal perusal and information.

During the final Appraisal Team conference consideration should be given to developing a plan to assist the administrator in improving his results during the next assessment period (April 1 to April 1). The plan for the next assessment period is to be based upon the self-assessment program as well as the previous overall performance of the administrator. The design of this plan should specify what needs to be done and how and when the action should be accomplished.

Administrators can grow and develop, they can achieve, and they can make meaningful contributions to the organization if their experiences and capabilities are utilized to the fullest. "Educational Leadership by Objectives" is a promising method for achieving increased results for the organization and greater personal satisfaction for the administrator.

E. Definitions

Administrator - The terms administrator and supervisor are used interchangeably throughout this document. The term administrator includes the following positions: Assistant Superintendents, Directors, Principals, Coordinators and Supervisors and Assistant Principals.

Appraisee-Administrator or Supervisor being assessed.

Appraisal Team - The task of the appraisal team is to provide assistance, counseling and advice to the appraisee in establishing appropriate and realistic self-development objectives and in assessing his performance. The appraisal team will consist of the appraisee's immediate superior or a person designated by the Superintendent of schools and a Highland administrator chosen by the appraisee.

Job Description - Accurately defined job responsibilities give each administrator guidelines to follow. These responsibilities define his job in terms of organizational needs. Job descriptions for each Highland administrator can be found in the Board of School Trustees Policy Handbook.

Indicators of Administrative Effectiveness - These are open-ended descriptions of administrative responsibilities in eight task areas. The eight task areas are Curriculum and Instruction, Staff Personnel, Pupil Personnel, Finance and Business Management, School Buildings and Equipment, School-Community Relations, Professional Growth, and Supporting Services. The exact nature of an administrator's performance in relation to a given Indicator depends upon his particular administrative assignment and his perception of his role. These descriptions of desirable administrative behavior in each task area enable the appraisee and his appraisal team to select specific areas for improvement of administrative performance.

Self-Development Objectives - Descriptions of specific outcomes sought. These are developed after the appraisee and the appraisal team have identified areas for strengthening and improvement.

Assessing Performance - The assessment made by the appraisee and the appraisal team of the appraisee's job performance both with reference to specific self-development objectives and overall accomplishment in relation to his formal job description.

Self-Assessment - The self-assessment which the appraisee makes of his own past performance in relation to the Indicators of Administrative Effectiveness described in Section II of this document.

Planning Conference - The meeting between the appraisee and his appraisal team for the purpose of preliminary planning and joint setting of self-development objectives.

Team Conference - The meeting(s) between the appraisal team and the appraisee for the purposes of discussing achievement of the appraisee's objectives and the rendering of assistance to the Appraisee.

Final Conference - The meeting(s) between the appraisal team and the appraisee to prepare a written summary and final evaluation of activities, including measurable and observable evidences of constructive change resulting from the appraisee's efforts. The summary report will also include recommendations

for appropriate future self-development objectives.

Final Report - The final annual report submitted by the appraisal team and the immediate superior to the Superintendent of Schools.

Appraisal and Assessment - These two terms are used interchangeably describing the Highland Superintendency Team Plan.

II. INDICATORS OF ADMINISTRATIVE EFFECTIVENESS

This section of the Highland Superintendency Team Assessment Plan describes Indicators of Administrative Effectiveness in eight task areas. The categories of tasks are:

A. Curriculum and Instruction

B. Staff Personnel

C. Pupil Personnel

D. Finance and Business Management

E. School Buildings and Equipment

F. School-Community Relations

G. Professional Growth

H. Supporting Services

Beneath the heading for each task category are descriptions of administrative performance which are required to effectively perform the task. Few of these descriptions will be appropriate for all administrators, some will not; the descriptions of performance cover all levels of administration in the Highland school system.

To determine which descriptions of effective administrative performance are appropriate for him, the individual administrator must:

A. Become familiar with his formal job description.

B. Review carefully the descriptions of desirable administrative performance within each of the eight task areas.

C. Compare his formal job description with the Indicators of Effectiveness for each of the eight task areas.

D. Develop a role description of his specific responsibilities as he sees them.

The administrator can then select specific areas in which he wishes to improve his administrative skills or knowledge, and develop a self-assessment plan for achieving the desired performance and effectiveness in each of the areas selected for improvement.

To develop an effective plan the educational administrator must try to describe the specific terminal performance which would bring about the desired improvement. The educational administrator should then identify the particular activities which will enable him to reach the described terminal performance. Finally, the educational administrator should develop a system for measuring his progress toward his desired terminal performance, i.e., how he will know when he has achieved his objective. After the administrator has completed this process for each of his selected areas for improvement he will be ready to develop his professional improvement plan with his appraisal team.

A. Curriculum and Instruction

1. The effective educational administrator coordinates his efforts with the efforts of others for cooperative development of the instructional program.

   a. Initiates, administers, and facilitates systematic development of a school system philosophy specifying instructional and curricular objectives.

   b. Assumes leadership in developing school, departmental, or area philosophy consistent with school system philosophy.

   c. Contributes to the development of system-wide

c. Cont'd ...

curricular structure consistent with school system philosophy.

d. Develops administrative structure and defines administrator responsibilities in the area of curriculum and instruction.

e. Develops comprehensive goals and related sequences of performance objectives for particular curriculum areas. Analyzes results and revises goals and sequences accordingly.

f. Cooperatively develops instructional guidelines and resources, and makes provisions for their use and refinement.

g. Develops and administers assessment program and in-service programs for staff members.

h. Establishes and maintains a professional library for staff use.

i. Develops programs of student activities consistent with school system philosophy.

j. Organizes and administers supplemental programs, such as adult education and summer school, based on identified needs of those served by the programs.

2. In cooperation with other staff members, the effective educational administrator consistently seeks improvement of instruction and of the total instructional program.

a. Accepts responsibility for becoming informed about significant new developments in curriculum and instruction.

b. Stimulates and assists staff members in investigating and evaluating promising new developments.

c. Implements instructional changes under way in the Highland Schools and secures staff support for them.

d. Works with staff in his area of responsibility so as to support and strengthen Instructional Staff Assessment:

(1) Communicates philosophy effectively.

(2) Secures staff cooperation and support.

(3) Assists staff members in selecting appropriate and significant objectives for professional growth.

(4) Assists in development and execution of professional growth plans, including means of measurement.

(5) Completes required general evaluations as outlined in Teacher Assessment Program.

e. Conducts research projects related to curriculum and instruction in Highland.

f. Obtains and disseminates information and initiates proposals relative to supplemental funding of curriculum and instruction projects.

g. In cooperation with staff, evaluates and makes recommendations concerning materials and texts for use in Highland Schools.

h. Works for curriculum development and improvement of instruction through a program of regular meetings with staff.

i. Prepares annual report of status, accomplishments, needs, unresolved issues in area of responsibility.

j. Effectively resolves conflicts within area of responsibility.

k. Follows systematic plan for involving students in curricular and instructional planning.

l. Contributes to overall efforts by accepting responsibility for special assignments.

B. Staff Personnel

1. Recruitment and Selection

The effective educational administrator responsible for recruitment and selection:

a. Cooperatively and appropriately participates in the employment cycle of the school system.

b. Actively participates in the development and implementation of recruitment programs for certificated personnel.

c. Exhibits professional behavior and personal characteristics which will attract capable and desirable personnel to the school system.

d. Devises a systematic means of collecting data whereby judgements can be made about prospective candidates for vacancies.

e. Makes a positive contribution in the school system visitation phase of the recruitment and selection process for certificated personnel.

f. Recommends to the appropriate person in the school system which candidate is best qualified for each vacancy.

g. Develops recruitment materials and works with other educational administrators in recruiting and employment of non-certificated personnel.

h. Attempts to correlate the effectiveness of selection procedures with teaching performance.

i. Develops a plan for analyzing causes of employee turnover and retention.

j. Provides information and suggestions for upgrading the effectiveness of the substitute teacher program.

k. Encourages capable high school students to participate in cadet teaching programs designed to encourage consideration of teaching as a career.

l. Encourages capable student teachers in the school system to seek a teaching career in Highland.

2. Assignment, Load and Transfer

The effective educational administrator responsible for assignment, load and transfer:

a. Implements school board policies pertinent to these areas.

b. Consults with other administrators regarding assignment procedures and enlists their cooperation in making the process as effective as possible.

c. Makes work assignments based on the strengths of the individual in relation to the description of his job.

d. Makes assignments on the basis of the individual's

d. Cont'd ...

qualifications and consideration of his desire for the assignment.

e. Makes instructional and service loads equitable and fair for each employee.

f. Cooperates with other administrators in determining assignment, load and transfer requirements for the school system.

3. Orienting the School Employee

The effective educational administrator responsible for orienting the new school employee:

a. Develops orientation programs to introduce new personnel to the school system and the community throughout their first year of service in the school system.

b. Designs orientation programs which naturally lead into the in-service training programs of the school system during the second and succeeding years of employment.

c. Demonstrates that an employee's professional development and commitment is largely dependent upon his active participation in the improvement of the school system.

d. Develops programs and procedures which provide the opportunity for experienced staff personnel to assist new employees.

4. Staff Management Role

The effective educational administrator responsible for fostering the staff management role:

a. Develops a cooperative and positive relationship with other school personnel to achieve the goals of the school system.

b. Stimulates staff morale, promotes organizational purpose and readiness to change, and pursues traditional goals of efficiency and economy.

c. Exhibits rational administrative behavior in job-relevant situations which encourages other school personnel to trust and respect his leadership.

d. Prevents his personal satisfactions from

d. Cont'd...

standing in the way of meeting organizational needs and goals.

e. Seeks a balance between concern for orgnaizational needs and personal satisfaction.

f. Represents management at the various levels (as appropriate) of the grievance procedure.

5. Development of Personnel

The effective educational administrator responsible for developing staff personnel:

a. Cooperates in developing comprehensive in-service education programs which are well-organized and well-planned.

b. Communicates with all members of the school system the nature of the professional development program and how it's objectives relate to their areas of concern.

c. Provides opportunities for selected professional development experiences for school employees under his supervision.

d. Utilizes a wide variety of in-service techniques and tools in implementing the program in order to meet the needs and interests of the whole staff, i.e., workshops, brainstorming, buzz sessions, demonstrations, group discussions and role playing.

e. Supports in-service training programs on a system-wide basis by his words, actions and attitudes.

f. Serves as a model of professional growth to his subordinates.

6. Personnel Administration and Employee Organizations

The effective educational administrator responsible for establishing positive relationships with employee organizations:

a. Operates within his appropriate role in the organizational plan of the school system.

b. Encourages informal organizations within the framework of the formal school organization to support the goals of the formal organization,

b. Cont'd ...

support its activities, and assist in securing public participation in improving its services.

c. Cooperates in establishing a communication procedure whereby problem situations or concerns can be discussed in terms of the goals and objectives of the school system.

d. Develops relationships with employee organizations which will encourage such organization to assist in the attainment of the further development of each employee in meeting the school system's goals and objectives.

C. Pupil Personnel

1. The effective educational administrator devises and maintains efficient records systems to meet student and organizational needs:

a. Provides for efficient and systematic maintenance of necessary and desirable individual records.

b. Provides for maintenance and use of special purpose short-term records.

c. Formulates and consistently follows clear policies regarding confidentiality of student records.

2. Plans, develops, and expands general guidance functions in the Highland Schools.

(In this context, guidance functions are not specialized service, but constructive courses of action for meeting individual needs throughout the school setting. Teaching strategies, adapting instruction to individuals, and methods for resolving student problems, as well as special program features, are thus guidance activities. Guidance and instruction are viewed as inseparable.)

a. Plans, develops, and refines group and individual guidance activities.

(1) Involves staff members in the study of student needs and development of appropriate policies, strategies, and classroom activities emphasizing developmental and preventive guidance.

(2) Conducts in-service programs directed to initiating, maintaining, evaluating, and

(2) Cont'd ...

refining school guidance functions.

(3) Bases decisions for changes on evaluations of proposed and existing guidance activities for suitability and effect on students.

b. Applies principles of effective guidance to handling of student problems and conflict situations.

(1) Deals with causes as well as symptoms of student problems.

(2) Conducts systematic, constructive followups to crisis encounters with students.

(3) Develops case studies of persistent or severe student problems.

(4) Acts to influence future behavior by securing teacher or student commitments to positive courses of action.

(5) Uses many sources of data for making major decisions affecting students.

(6) Consults with and makes referrals to specialists in seeking to resolve persistent or severe student problems.

(7) Defines and pursues courses of action which emphasize enabling as well as controlling functions.

3. Cooperatively develops and implements changes of viewpoint, teaching strategies, and school program to serve varying needs of students.

a. Works cooperatively with staff members to increase flexibility in instruction.

b. Works with staff in development and application of teaching strategies which place students in active roles. (e.g. -- student-teacher planning)

c. Develops programs of voluntary activities based on students' interests.

d. Identifies and uses special abilities of staff members and students in particular activities.

e. Provides for systematic review, evaluation, and refinement of methods for meeting individual

e. Cont'd ...

differences.

f. Develops and refines methods of reporting pupil progress which are satisfying to parents and which are consistent with instructional objectives for individual students.

D. Finance and Business Management

1. The effective educational administrator responsible for general business procedures and management:

a. Cooperates with all other concerned personnel in the overall management of financial and business affairs relating to the operation of the school system.

b. Follows federal, state and local laws, rules and regulations relating to school finance and funding as they apply to his particular assignment.

c. Provides his superiors with information relating to the funding under his supervision.

d. Provides information to his staff as to the current financial developments and situations as they may apply to his position or assignment and to the staff.

e. Develops an insurance program for appropriate coverage of facilities, equipment and personnel. The program to provide property, liability and crime protection.

2. The effective educational administrator responsible for budget preparation:

a. Secures the cooperation and involvement of all affected personnel in preparing budgetary needs and recommendations. (Teachers, department heads, non-certificated employees and others are involved in recommending needs and priorities to implement the educational program.)

b. Prepares a realistic budget that considers the educational program, the expenditures necessary to support the program, and the anticipated available revenues.

c. Develops cost estimates of proposals that would change the number of professional and/or non-certificated staff members or their compensation.

d. Allocates budget funds in accordance with expressed needs and budget limitations.

e. Arranges for public meeting to inform the general public as to educational needs, the proposed budget to meet these needs, and the financial problems relating thereto.

3. The effective educational administrator responsible for managing requisitions and purchases:

a. Informs personnel who are responsible for the management of budget funds as to the amounts of funds available.

b. Provides for systematic and efficient purchasing procedures and expenditure of funds under his jurisdiction and for the instruction of the staff in these procedures.

c. Arranges for storage and equitable distribution of materials and supplies (instructional and/or non-instructional).

d. Checks carefully the receipt of equipment, materials and supplies and reports to the proper school officials.

e. Arranges for efficient purchasing through proper bidding procedures.

4. The effective educational administrator responsible for managing expenditures of funds:

a. Secures established procedural approval before obligating the expenditure of budget funds.

b. Consults with his superiors before obligating any funds when the expenditure might be controversial. Example: Equipment which might be dangerous, require building alteration, etc.

c. Establishes an accurate and efficient system of controlling the expenditure of funds (budget, extra-curricular) within the framework of all federal, state and local rules and regulations and of reporting the status of all accounts.

5. The effective educational administrator responsible for funding (securing of finances):

a. Is informed as to the availability of federal, state and local sources of revenue.

b. Secures all possible funds from available sources that are necessary for the efficient implementation of the total school program.

c. Manages funds so as to have sufficient funds available to meet obligations in an acceptable business manner, to properly invest idle funds and accurately account for funds.

6. The effective educational administrator responsible for business affairs relating to personnel:

a. Organizes and operates a system of accurate personnel accounting and reporting relating to such items as sick leave, personal business days, loss of time, etc.

b. Develops cooperatively with the Board of School Trustees and school personnel salary schedules and fringe benefit programs that will attract capable personnel to the system.

E. School Buildings and Equipment

1. The effective educational administrator responsible for school building plans:

a. Keeps informed as to advances in educational programming, building design, equipment and materials development through reading, attendance at conferences, workshops and exhibits, contacts with architects, contractors and suppliers.

b. Causes surveys to be made to determine the adequacy of existing facilities to provide for the system's educational program.

c. Analyzes results of surveys and other predictors of enrollment projection and educational program needs in developing an overall plan for meeting facility needs.

d. Provides an opportunity for staff (certificated and non-certificated) and the community to become involved in the planning construction (new or remodeling) of facilities to house the educational program.

e. Keeps informed as to all rules and regulations concerning building construction and cause proper forms and procedures to be completed and followed.

2. The effective educational administrator responsible for management of physical facilities:

   a. Provides and organizes a staff for the effective and equitable utilization of buildings, grounds and equipment.

   b. Cooperates with all personnel in organizing and conducting an effective maintenance program for buildings, grounds and equipment.

   c. Submits to the proper staff members, requests for repairs, alterations and improvements.

   d. Provides for care and for respect of physical facilities in their usage.

3. The effective educational administrator responsible for buildings and equipment:

   a. Provides for sufficient equipment, materials and supplies, for the operation and maintenance of the physical facilities and equipment.

   b. Plans for and supervises the effective and economical use of materials and supplies in building maintenance.

   c. Follows stated procedural practices in the requisition, storage, distribution and inventory of materials, supplies and equipment.

   d. Develops a program for the selection, training, assignment and supervision of the custodial and maintenance staff.

   e. Develops a long-range maintenance program which provides for emergency maintenance, preventive maintenance, recurring and periodic maintenance and deferred maintenance. Such program is to include the development of a maintenance records system.

F. School-Community Relations

1. Establishing a School-Community Relations Program

To develop an effective school-community program, the educational administrator:

   a. Contributes to the development and implementation of a system-wide school-community relations program.

b. Identifies the publics with which the school-community relations program interacts, such as (1) the students, (2) the faculty, (3) the parents, (4) the taxpayers, (5) the non-taxpayers and (6) organized service and social agencies in the community.

c. Interprets the policies, rules and regulations, objectives, conditions, and needs of the school system to the various publics in the school system and the community.

d. Is consistent in the administration of policies and rules and regulations within the framework of the school system.

e. Creates a climate and provides opportunities which strengthen the lines of communication between the home and the school, i.e. parent-teacher conferences, home visitation, "open house," school visitation, etc.

f. Utilizes the various media of public communications available to the school (radio, newspaper, speaker's bureau, staff newsletter and community newsletter).

g. Informs patrons and the community of the school program, calendar, policies, and innovations through the use of a school handbook, newsletter, school newspaper, and bulletins.

h. Prepares and distributes annually a brochure listing topics and certificated and non-certificated personnel who participate in the system-wide Speaker's Bureau.

i. Studies and develops programs to involve pupils who are the primary agents for establishing an effective school-home relationship.

j. Makes check lists or develops assessment instruments to see if patrons in the community understand educational programs of the school system and to collect data for the purpose of future program development.

2. Community Relations

To develop the proper attitude for a successful school-community relations program, the effective educational administrator:

a. Identifies the needs and concerns of various

a. Cont'd ...

constituencies in the school system and provides this input for an effective system-wide school-community relations program.

b. Devises means and programs which enable the school to aid in the cultural, recreational, and educational interests of adults as well as children.

c. Involves parent organizations in the utilization of school facilities, equipment and instructional materials.

d. Provides for home-school conferences on a systematic basis.

e. Provides a training program for teachers before they begin home visitations.

f. Uses special weeks and special educational programs to show the citizenry what pupils are accomplishing in the school system.

g. Prepares mailings to be sent to taxpayers who would not normally receive items or materials from children enrolled in the school or school system.

h. Develops and maintains an up-to-date listing of organizations and clubs, service or social, who can be valuable sources of support for school programs.

3. Utilization of Community Resources

The effective educational administrator endeavors to encourage utilization of community-wide resources:

a. Prepares a community file of parents and others willing to share their specialized knowledge.

b. Cultivates leaders in industry, business, labor and community organizations who can communicate vocational opportunities to school system personnel.

c. Develops citizens committees to aid as resource agencies or as study groups to serve as two-way communicators for school and community.

d. Organizes parent groups to aid on tours, field trips and parties.

4. Utilization of School Personnel Talents

Since the school system has a rich pool of talented personnel, the utilization of these individuals enriches the educational administrator who:

a. Consults with school personnel in the planning, production, and presentation of specific communications.

b. Assists in coordinating work with civic and other groups which contribute to the advancement of the school system.

c. Provides assistance to staff members in preparing and submitting articles to be printed in periodicals, or used with other forms of media.

d. Provides staff members with assistance and materials for exhibition at educational conventions, workshops, and seminar meetings locally and in preparation of materials for community and staff distribution (handbooks, recruiting booklets, etc.)

e. Guides those responsible for developing publications in formulating a consistent style.

f. Assists in coordination of the publication of manuals which would be subject to periodic up-dating and revision.

g. Encourages and instructs school personnel in the use of school-community relations techniques and informs them of the activities of the school system.

5. Program Evaluation

The effective educational administrator:

a. Conducts systematic evaluations of communications and reports utilized in the total school-community relations program.

b. Plans interaction with community leaders to determine the reaction to educational programs in operation and also to obtain reactions to proposed programs.

c. Develops methods for assessing feedback from internal and external audiences to modify communications operation or initiate action to establish new objectives.

d. Evaluates relative effectiveness of various communication media and channels.

G. Professional Growth

1. The effective educational administrator is an active participant in group activities for professional growth of administrators:

   a. Helps to identify and select desirable professional growth projects to be undertaken cooperatively by the Superintendency Team.

   b. Participates actively in group undertakings for professional growth of administrators, such as --

      (1) Workshops and conferences

      (2) Study groups

      (3) Planning and research projects

      (4) Pilot programs

      (5) Appraisal and evaluation activities

2. The effective educational administrator assumes responsibility for a continuing personal program of professional improvement:

   a. Identifies and assigns priorities to significant professional growth areas directly related to his particular administrative responsibilities.

   b. Follows a systematic plan for attainment of personal professional growth objectives through such activities as --

      (1) Planned programs of independent reading and study

      (2) Selected university courses

      (3) Selected professional meetings

      (4) On-the-job role development

3. The effective educational administrator uses new understandings and skills to improve his on-the-job performance:

   a. Changes or enlarges his activities to reflect changed concept of his role.

   b. Changes management of time to reflect revised priorities.

   c. Provides impetus and direction for change.

d. Adopts new leadership techniques.

H. Supporting Services

The effective educational administrator:

1. Organizes and administers guidance and counseling services to meet the anticipated and expressed needs of students, teachers, and administrators through:

   a. Assessing vocational trends, communicating educational implications of new vocational developments to professional staff and students, providing resources and activities which encourage student exploration of occupational and professional alternatives; providing assistance in job placement for enrolled and graduating students.

   b. Providing educational counseling services by systematically identifying appropriate educational agencies for a wide range of vocational interests, by providing accurate and current financial assistance information to both parents and students, and by providing resources and activities which promote student exploration of post-high school educational opportunities.

   c. Providing personal counseling services on a confidential and individual and/or group basis for Highland secondary (grades 7-12) students.

   d. Providing in-service programs to enable instructional staff to develop skills in assisting students to develop positive attitudes toward self and the school environment.

   e. Identifying supplemental and supporting community service agencies which can be utilized to help students with special physical and psychological needs.

   f. Designing and administering in-service programs for the professional development of guidance and counseling personnel.

   g. Systematically examining the effectiveness of the guidance and counseling program by obtaining evaluation from parents, graduates, administrators, teachers and parents; modifies program on basis of evaluation obtained.

   h. Designing and administering a testing program

h. Cont'd...

which provides a sound basis for the vocational and educational counseling of secondary students and which provides a basis for curriculum and instructional decision-making by administrative and instructional personnel.

i. Assisting in initiating and completing research studies related to graduates, students, and dropouts.

j. Providing annual reports to appropriate administrators relative to the status of Highland guidance and counseling services.

2. Organizes and administers library resources and services to meet the needs of Highland students, teachers, and administrators by:

a. Supervising the selection and ordering of library materials for all instructional materials centers.

b. Supervising the collection of recommendations for additional library materials from teachers and administrators.

c. Training librarians and clerk-librarians to administer library services in the various buildings.

d. Providing up-to-date catalogues of library resources and services to all instructional personnel.

e. Providing assistance to all instructional personnel in the identification, selection, and ordering of all types of commercial A-V materials.

f. Ensuing that appropriate instruction in the proper use of library facilities and materials is provided for staff and students.

3. Organizes and administers Audio-Visual services to meet the anticipated and expressed needs of teachers and administrators by:

a. Maintaining an inventory of all A-V equipment in the school system on a school by school basis.

b. Providing in-service workshops for instructional personnel in the use of A-V equipment and the construction of A-V materials.

c. Assessing the A-V equipment needs of each school annually; budgets for necessary equipment.

d. Assisting administrators and teachers in the evaluation and selection of A-V equipment.

e. Supervising the circulation and maintenance of the school system film library.

f. Selecting, training, and supervising student audio-visual assistants.

4. Directs the operation of efficient food services for schools in accordance with state and local laws and health regulations and in compliance with state and local laws and health regulations and in compliance with directives of the School Lunch Division of the State Department of Public Instruction by:

a. Selecting of capable personnel and assignment to appropriate duties.

b. Efficient budgeting and economical purchasing procedures for equipment, supplies, and food.

c. Maintenance of high standards of food quality and sanitation.

d. Providing (within limits of cost) food and service attractive to those using the lunchroom.

5. Provides, organizes, and directs an adequate, safe and efficient transportation service for the students that is in compliance with all local policies and state laws regulating school buses and drivers by:

a. Determining transportation needs through the use of spot maps indicating the resident location of all pupils.

b. Providing adequate physical equipment and personnel to meet the transportation requirement needs.

c. Developing a transportation plan of routes and schedules.

d. Determining that all physical equipment meets all local and state laws and regulations concerning to construction, design and safety.

e. Providing a system for selection of personnel (drivers) that will ensure legally qualified drivers, in good physical condition and of high moral character.

f. Providing for an efficient operational and maintenance program that will ensure the availability of the buses.

6. Provides for essential social services directly affecting students' school experience, in close cooperation with other school services and community agencies by:

a. Supplying essential information about available social services to teachers, nurses, guidance personnel, and administrators.

b. Coordinating efforts of Social Services and Guidance in areas and matters of mutual concern and responsibility.

c. Developing orderly procedures for referrals to Social Services and for providing follow-up reports on referrals.

d. Evaluating services and establishing work priorities through systematic efforts to identify social services yielding greatest student benefits.

e. Developing and maintaining close working relationships with community agencies.

7. Organizes and administers data processing services to meet the anticipated and expressed needs of Highland administrators by:

a. Assisting in the selection, training, and assessment of data-processing personnel.

b. Sharing the responsibility for cooperatively planning and organizing data-processing instruction for Highland students.

c. Systematically identifying educational recording and service functions which can be facilitated by utilizing data-processing services.

d. Annually submitting to the superintendent a report concerning the status of the data-processing department.

8. Contributes to maintenance and development of necessary and beneficial Health Services by:

a. Participating in cooperative planning for the organization and administration of School Health Services.

b. Maintaining records and reports of Health Service activities, including those to meet State requirements for periodic vision, hearing, and tuberculin tests.

c. Using Health Services as a resource for aid in diagnosis of student problems and identification of handicapped children.

d. Developing programs of health and hygiene for students through consultation between Health Service personnel and the general staff.

e. Providing for in-service activities for professional growth of Health Services personnel and improvement of services.

f. Providing, in cooperation with Health Services personnel, recommendations and information related to dealing with students with special physical or health problems. (e.g., epileptics, diabetics).

g. Coordination of Health Services with other school and community agencies serving students.

h. Participation in regular evaluation of the operation of Health Services.

10. Works with therapists to organize Speech and Hearing services for maximum effectiveness in overcoming student disabilities.

a. Preparing a written description of the program, including objectives, criteria for kinds and degrees of disability to be served, and methods of screening and referral of students.

b. Providing for systematic communication between therapists and classroom teachers and between therapists and parents when essential.

c. Establishing case loads and schedules for therapists.

d. Providing for case records to include therapy provided and progress made.

e. Preparing an annual report summarizing therapists' activities, results, and recommendations.

11. Maintains, supports, and develops an effective program of Special Education by:

    a. Disseminating information about services of Special Education, types of disabilities served, and methods of referral.

    b. Following systematic procedures for identifying students in need of Special Education services and for placement in Special Education.

    c. Formulating and following specific procedures for incorporating Special Education into the total school program and for including Special Education students in the total program of school activities.

    d. Working with other personnel to enrich the instructional program for Special Education.

    e. Providing in-service activities for school personnel to enable them to recognize and meet needs of exceptional children.

12. Works with special reading teachers to secure maximum benefits for students needing Remedial Reading services.

    a. Developing written description of the program of services, including statement of objectives, screening and referral methods, services to teachers, criteria for including students in the program, and means of measuring improvement.

    b. Establishing procedures for coordinating efforts of special reading teachers and classroom teachers.

    c. Providing for individual case records showing disabilities, instruction received, and progress made.

    d. Preparing an annual report summarizing services, results, and recommendations.

III. DESCRIPTION OF ASSESSMENT PLAN

A. Assessment Procedures

1. Assessment Time Period

   a. The assessment time period for all members of the Highland Superintendency Team shall be April 1st of one year to April 1st of the succeeding year.

2. Who Is To Be Assessed

   a. All administrative and supervisory personnel other than the Superintendent of Schools are to be assessed. The Superintendent of Schools is evaluated directly by the Board of School Trustees. Personnel evaluated under the Highland Superintendency Team Assessment Plan include: Assistant Superintendents, Directors, Coordinators and Supervisors, Principals and Assistant Principals. *Department Heads are to be evaluated under the Assessment of Professional Performance Plan for Highland teachers, guidance counselors and librarians which went into effect September 1, 1970.*

3. The Appraisal Team Concept

   a. Each administrator and supervisor will be appraised by his immediate superior or by some other administrator designated by the Superintendent. The appraisee selects and receives agreement from another Highland administrator or supervisor to serve on his Appraisal Team.

   b. The purpose of the Appraisal Team is to provide assistance, counseling and advice to the appraisee in establishing appropriate and realistic self-development objectives and in assessing his performance.

4. Frequency of Assessment

   a. Annually throughout service for all administrators and supervisors to comply with Board of School Trustees policy 438.2.

5. Assessment Instruments and Other Resources To be Employed

   a. The Self-Assessment Instrument which appears in Section IV A will be used by the appraisee and his Appraisal Team in determining his self-development objectives.

   b. Other resources to be employed by the appraisee and his Appraisal Team will depend upon the objectives stated.

6. Conference Sequence For Appraisee and Appraisal Team

   a. Planning Conference(s)

      (1) Prior to the planning conference(s) with the Appraisal Team, the appraisee should:

         (a) Invite one Highland administrator to serve on his Appraisal Team for his annual professional growth undertaking. This is done in cooperation with his immediate superior.

         (b) Review his formal job description in the Board of School Trustees Policy Handbook.

         (c) Compare his formal job description with the described indicators of administrative effectiveness for each of the eight task areas and develop a role description of his specific responsibilities as he sees them.

         (d) Design his self-development objectives in relation to the eight categories of desirable administrative performance described in Section II. The appraisee's individual professional growth objectives should relate specifically to his particular administrative responsibilities.

      (2) Between March 1 and April 1 of each calendar year the appraisee and his Appraisal Team schedule a single or a series of planning conference(s) for the purpose of preliminary planning and joint setting of self-development objectives for the appraisee.

(3) During the planning conference(s), the appraisee and his Appraisal Team will design an operationally stated plan for attainment of the appraisee's annual self-development objectives --

(a) They jointly agree upon and state objectives on the self-assessment instrument, including benefits to be derived.

(b) They establish a time schedule for projected activities required to achieve objectives.

(c) They plan for the involvement of the Appraisal Team.

(d) They identify indicators of successful attainment of his objectives.

(4) By April 1, the appraisee files copies of the completed self-assessment instrument with his immediate superior, his selected Appraisal Team member and the Personnel Office.

b. Team Conference(s)

(1) Between April 1 and February 1, regular supervisory and administrative contacts are carried out with the appraisee.

(2) Between April 1 and February 1, team conferences between the appraisee and his Appraisal Team are scheduled as needed for the purpose of providing assistance to the appraisee as well as to discuss the achievement of the appraisee's objectives. A team conference may be requested by either the appraisee or the Appraisal Team.

(a) The appraisee is expected to maintain a chronological record of all activities related to the execution of his operational plan.

c. Final Conference(s)

(1) Between February 1 and April 1 of the following calendar year, the appraisee and his Appraisal Team meet to review to what extent the appraisee has met his stated self-development objectives.

(2) With the cooperation of his Appraisal Team, the appraisee prepares a written summary and final evaluation of activities, including measurable and observable evidence of constructive change resulting from his efforts.

(3) The Appraisal Team and the appraisee consider appropriate future professional growth plans for the appraisee.

(4) By May 1 of the succeeding calendar year, a Summary Report of Appraisal (IV, B and C) is to be completed and filed in the Personnel Office. A copy of Summary Report of Appraisal (IV, B) is prepared for the appraisee, the Appraisal Team member, immediate superior and the Personnel Office. A copy of the Summary Report (Overall) of Appraisal (IV, C) is prepared for the Appraisee, the immediate Superior, the Superintendent of Schools, and the Personnel Office.

d. Planning Conference

(1). Between February 1 and April 1 of the succeeding calendar year, the appraisal planning process for the next assessment time period begins for each appraisee.

7. Summary Report of Appraisal Activities, Accomplishments and Recommendations.

a. A Summary Report of Appraisal (IV, B and C) for each appraisee is to be completed by the immediate superior and filed in the Personnel Office by May 1 of each calendar year.

b. The appraisee, appraisal team member and immediate superior will retain copies of the Summary Report of Appraisal (IV, B). The Appraisal Team member is not involved or does he receive a copy of the Summary Report of Appraisal (IV, C). This is the overall evaluation of the appraisee.

C. The Summary Report of Overall Appraisal (IV, C) is to be completed by the immediate superior for communicating recommendations for employment, deployment, or promotion to the Superintendent. This form is also to be used by the appraisee's immediate superior to report a summary evaluation of the appraisee' overall administrative performance in relation to the descriptions administrative performance described in Section II and

c. Cont'd ...

has formal job description. (Copy to the appraisee, copy directly to the Superintendent, copy for personnel file, copy retained by immediate superior.)

8. Decision-Making Related to Assessment Plan

a. The essential purpose of gathering, processing and storing data is to develop an information-base for making intelligent and enlightened personnel decisions regarding the objectives of the assessment program. The specific decisions which must be made are stated or inferred from the statements of program goals listed in Section I, page 4.

b. Based upon the data reported by the immediate superior in the Summary Report of Appraisal, (page 59) the Superintendent will determine the adequacy of individual administrative contributions to the achievement of Superintendency Team Goals set forth in Section I, page 4.

B. Assessment Steps and Time Schedule

TABLE I

Dates	Action To Be Taken
Between Feb. 1 & April 1	(1) The appraisee selects the second member of his Appraisal Team in cooperation with his immediate superior and files the name of the Appraisal Team member with the Personnel Office. (2) The immediate superior provides the necessary assistance and forms for completing the self-assessment instrument. (3) The appraisee reviews his job description in the Board of School Trustees Policy Handbook. (4) The appraisee compares his formal job description with the described indicators of administrative effectiveness for each of the eight task areas and develops a role description of his specific responsibilities. (5) The appraisee designs his self-development objectives in relation to the descriptions of administrative performance described in Section II
Between March 1 & April 1	(1) The appraisee completes his self-assessment instrument. (2) The appraisee and his Appraisal Team schedule a single or series of planning conference(s) for the purpose of jointly setting objectives for the appraisee. (3) The appraisee and his Appraisal Team agree on specific self-development objectives or performance targets for the appraisee within the eight categories suggested. They indicate means for measuring the extent that each objective is achieved. (4) The appraisee files copies of the completed self-assessment instrument with his immediate superior, his selected Appraisal Team member and the Personnel Office.
Between April 1 & Feb. 1	(1) Regular supervisory and administrative contacts are carried out.

B. Assessment Steps and Time Schedule (Cont'd.)

	(2) Team conferences between the appraisee and his Appraisal Team are scheduled as needed for the purpose of providing assistance to the appraisee as well as to assess his stated objectives.
Between Feb. 1 & April 1	(1) The appraisee and Appriasal Team meet to review to what extent the appraisee has met his stated self-development objectives. (2) The Appraisal Team and the appraisee consider appropriate future professional growth plans for the appraisee.
By May 1	(1) A Summary Report of Appraisal (IV, B) for each appraisee is to be completed and filed in the Personnel Office by the immediate superior. A copy of this Summary Report is prepared for the appraisee, the Appraisal Team member, immediate superior and the Personnel Office. (2) A Summary Report of Overall Appraisal (IV, C) for each appraisee is to be completed and filed in the Personnel Office by the immediate superior. A copy of this Summary Report is prepared for the appraisee, the immediate superior, the Superintendent of Schools and the Personnel Office.
Between Feb. 1 & April 1	(1) The appraisal process for the next assessment time period begins for each appraisee.

C. Designation of Immediate Superior

TABLE II

Supt.of Schls.	Ass't.Supt. for Bus.Affairs	Ass't.Supt.for Personnel	Ass't. Supt.for Curriculum & Instruction
1.Ass't.Supt. for Bus. Affairs	1.Dir. of Bldgs. and Grounds	1.Dir.of Schl. Com.Relations	1.Dir.of Elem. Ed.
2.Ass't.Supt. for Personnel	2.Dir.of Schl. Lunch Program	2.Sr.High Schl. Principal	2.Dir.of Phys.Ed., Health, & Athletics
3.Ass't.Supt. for Curriculum and Instruction		3.Jr.High Schl. Principal	3.Coordinator of Library Services
4.Dir.of Data Processing			4.A-V Specialist
			5.Coordinator of Guidance and Counseling Services
			6.Head Nurse
			7.Supervisor of Social Services & Attendance
			8.Art Coordinator
			9.Music Coordinator
			10.Sci. Coordinator

Dir.of Elem.Educ.	Sr. High School Principal	Jr. High School Principal
1.All Elem. Principals	1.Ass't. Principals	1.Ass't. Principal(s)

IV, A.

PROGRAM FOR EDUCATIONAL LEADERSHIP
School Town of Hignland
Highland, Indiana

NAME _____ ADMINISTRATIVE POSITION _____ YEAR _____

ADMINISTRATIVE TASK AREA	IMPROVEMENT GOAL (State only Generally)	SELF-DEVELOPMENT OBJECTIVE(S) WHICH WOULD BRING ABOUT IMPROVEMENT	MEANS BY WHICH SPECIFIC OBJECTIVES WILL BE ACHIEVED (Activities, Personnel, Material)	METHODS FOR MEASURING ACHIEVEMENT (How Achievement ment will be known)
CURRICULUM AND INSTRUCTION				
STAFF PERSONNEL				

DATE _____

IMMEDIATE SUPERIOR'S COMMENT AND SIGNATURE

54

ADMINISTRATIVE TASK AREA	IMPROVEMENT GOAL (State only Generally)	SPECIFIC OBJECTIVE(S) WHICH WOULD BRING ABOUT IMPROVEMENT	MEANS BY WHICH SPECIFIC OBJECTIVES WILL BE ACHIEVED (Activities, Personnel, Materials)	METHODS FOR MEASURING ACHIEVEMENT (How Achievement will be known)
PUPIL PERSONNEL				
FINANCE AND BUSINESS MANAGEMENT				
SCHOOL BUILDINGS AND EQUIPMENT				

DATE _____

APPRAISAL TEAM MEMBER'S COMMENT AND SIGNATURE

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PROGRAM FOR EDUCATIONAL LEADERSHIP

ADMINISTRATIVE TASK AREA	IMPROVEMENT GOAL (State only Generally)	SPECIFIC OBJECTIVE(S) WHICH WOULD BRING ABOUT IMPROVEMENT	MEANS BY WHICH SPECIFIC OBJECTIVES WILL BE ACHIEVED (Activities, Personnel, Materials)	METHODS FOR MEASURING ACHIEVEMENT (How Achievement will be known)
SCHOOL-COMMUNITY RELATIONS				
PROFESSIONAL GROWTH				
SUPPORTING SERVICES				

Administrator's Signature

Date

Date _____

OTHER COMMENTS (Superintendent, Assistant Superintendent, Director)

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IV, B.

SUMMARY REPORT OF APPRAISAL

Name of Administrator _____

Administrative Position _____ Year ___

I. Evaluation of Achievement of Specific Objectives:
(Describe specific evidence of attainment)

II. Record of Conference (Dates, Activities, help rendered)

III. Goals and Objectives Recommended to the Appraisee for the next year by the Appraisal Team

IV. Comment by Appraisee:

V. Signatures (Signature indicates completion of appraisal; not necessarily agreement with the appraisal)

Appraisee _____

Immediate Superior _____

Member of Appraisal Team _____

Date _____

IV, C.
SUMMARY REPORT OF OVERALL APPRAISAL

I. Recommendation by Immediate Superior for Further Action:
(Include a summary evaluation of the appraisee's overall administrative performance in relation to the descriptions of administrative performance described in Section II and his formal job description.)

II. Comments by Appraisee:

III. Signatures (Signature indicates appraisee has read this report; not necessarily agreement with appraisal)

Appraisee _____

Immediate Superior _____

Date _____

IV. Action Recommended or Taken by Superintendent:

Signature _____

Date _____